

American History to 1877



Some Questions

- What worries you about this class?
- Why are you here?
- Why study history?
- Why study the early history of the United States (up to about 1877)?

Course Overview

This course will survey American history from just prior to the initial exploration and settlement of the Americas to the period of the American Civil War. Through lectures and readings, we will explore the cultural, political and social changes America underwent during this period. In particular, this course will focus on three major themes: 1) the changing meanings of freedom and liberty for Americans, 2) the diversity of cultures and societies that developed in the United States, and 3) the origins of American society as it is today.

Major Themes

Changing meanings of freedom and liberty



Major Themes

Changing meanings of freedom and liberty



Major Themes

Changing meanings of freedom and liberty
Development of new and diverse cultures



Major Themes

Development of new and diverse cultures



Major Themes

How we got from there to here



Major Theme Three

How we got from there to here



Major Themes

How we got from there to here



The Syllabus

- Answers to many of your questions are contained within.
 - It is available on Canvas.
 - Refer to it often.
- If you have a question, look at it first and then ask me if you are still unsure of the answer.

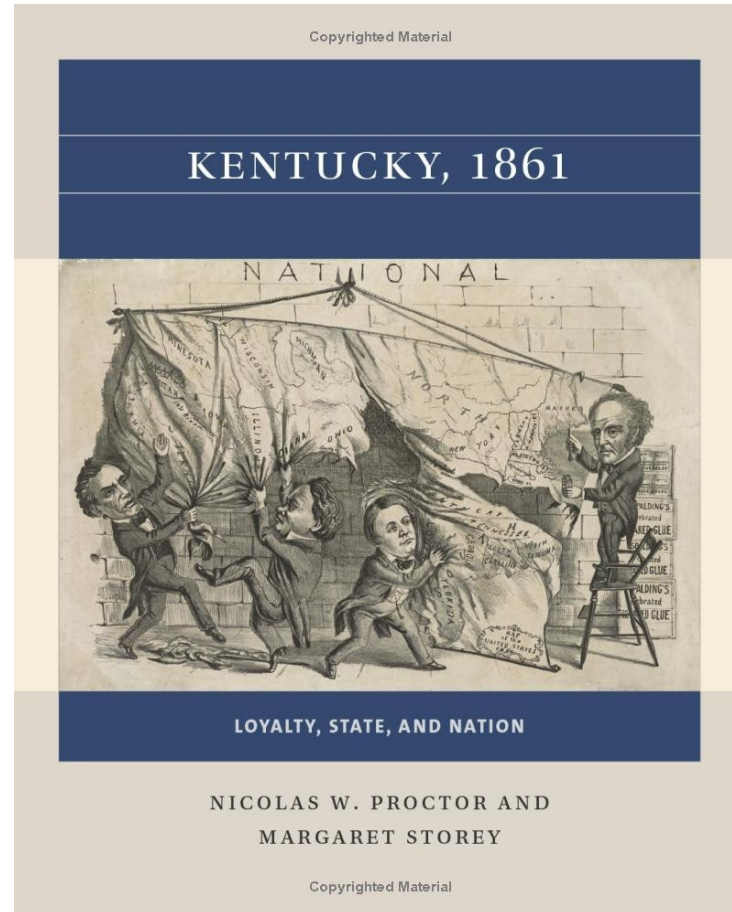
Contact Information

- Instructor: Patrick Luck
- E-mail: pluck@floridapoly.edu
- Office: IST 2068
- Office Hours: Tuesday, Wednesday, and Thursday, 12:30 pm to 1:30 pm and by appointment.
- You do NOT need to make an appointment to come to scheduled office hours.

Required Texts

- *The American Yawp*, <http://www.americanyawp.com/>
- *The American Yawp Reader*, <http://www.americanyawp.com/reader.html>
- Proctor and Storey, *Kentucky 1861*
 - Must be purchased
 - Not needed until after spring break
- Most readings and class resources will be accessible on or through CANVAS.
- Students will be held responsible for the material from the readings in formal essays and on exams.
- To maximize your chance of succeeding in this class, **read the assigned readings for a given lecture BEFORE attending that lecture.**

Kentucky 1861 (i.e., the game)



Assignments and Grading

10%: Attendance and Participation

5%: Primary Source Responses

25%: Papers

60%: Exams

Attendance and Participation (10%)

- Participation

- This course will combine lecture and discussion.
- Students will be expected to make thoughtful, relevant contributions to class discussion regularly.
- During the **Kentucky 1861** game students will receive participation credit for actively participating in the game in a way that makes sense for their assigned role.
- A student who does so should expect to receive full credit for participation.
 - The median participation grade is typically 100% or near to that.

Attendance and Participation (10%)

•Attendance

- Students may miss four classes (excepting those during the “games”) with no penalty to their final grade.
- If a student misses more than this number of classes, the student’s discussion grade will be penalized by 7.5% for each missed class exceeding four classes.
- Students are required to attend the “game” sessions of Kentucky 1861 (March 26 and 31 and April 2, 7, 9, and 14). Students who fail to attend a “game” session will have their discussion grade penalized by 7.5% for each missed game session.
- Any student absence may be excused with an acceptable written and documented excuse – illness, car accident, death in the family, etc.

Primary Source Responses (5%)

- For every class that students are assigned at least one primary source to read, students must submit a response to ONE of the primary sources assigned.
- This response must discuss the primary source in some fashion and be at least one hundred words long.
- These responses must be submitted on CANVAS before class begins. Late responses will not be accepted without a documented excuse.
- These responses will not be graded for correctness, grammar, spelling, or on any other metric.
- If the length requirement is met and the response is on topic, the student will receive full credit.
- The three responses with the lowest grades will be dropped.

Papers (25%)

- The first paper will be due on February 17 and will ask students to compare and contrast two or three primary sources.
- Further papers will be part of and due during or after the “Kentucky 1861” game.
- Further details of the papers will be available on Canvas and/or discussed in class.

Exams (60%)

- This course will have a midterm on February 24 and a final on a date to be determined.
- The exams will ask the students to answer one or more essay questions and explain several primary sources.
- The exams will be taken in person.
- Time will be set aside in class to discuss the exams in greater depth.
- **If a student does better on the final exam than they did on the midterm, the grade on the final exam will replace the midterm exam grade.**

Late Work

- Extensions will only be given on assignments with an acceptable, documented excuse.
- Late papers will be accepted.
 - For each weekday (excluding holidays) the work is late, the work's final grade will lose 1/3 of a letter grade.
 - For example, if a paper would have received an A had it been turned in on time, it would receive an A- if a day late, a B+ if two days late, a B if three days late, etc.
- Primary source responses may not be submitted late without an acceptable, documented excuse.

Academic Honesty

- Any instances of academic dishonesty will be taken very seriously in this class.
- I strongly recommend that you read the university's academic honesty policy.
- Three main areas of academic dishonesty
 - Plagiarism
 - Utilizing "AI" in an inappropriate fashion
 - Cheating on an exam

Policy on LLM/AI Tools in this Course

- This is a writing intensive course
 - The ideas and words in work you submit for this class must be written by you.
 - You may not use LLM/AI tools at the generative stage of writing: brainstorming, outlining, organizing, researching, and writing.
- Including fabricated data is also a form of academic dishonesty.
 - This could include statistics, facts, or quotations that are fake.
 - In the case of quotes, this could include egregious misattribution.
- You may use weak/narrow AI grammar checker programs (such as Grammarly) to check your grammar and help facilitate the revision of your initial drafts.
 - You should not just automatically accept changes suggested by such programs.

Penalties for Misuse of LLM/AI Tools

Violation	Penalty
First instance	Student must rewrite and resubmit the assignment, for a maximum grade of 70; incident reported to the university
Second instance	Student will not receive credit for the course; incident reported to the university

LLM/AI Use Statement

For the papers, you must also submit a statement (in the Canvas comment box) on whether or how you used AI in your assignments. I will not grade assignments that do not include such a statement. Use the following format.

Circumstance	Statement
The student did not use AI at any point in the prewriting, drafting, or revising process.	I did not use generative AI tools in this essay.
The student used a program such as Grammarly to check for errors.	I used Grammarly to check my grammar. For example, Grammarly suggested revising [x] to [y].

You do NOT need to include this statement for primary source responses.

Implications of Using LLM/AI

- You will NOT be practicing the skills this class is meant to teach you.
- Recent studies suggest depending on LLM/AI tools make people worse thinkers.
- If you use LLM/AI tools to generate writing in this class, you are a cheater and a liar, even if you get away with it.

The Schedule

- The schedule on the syllabus tells you when you should be doing what.
- The schedule contains
 - The topics of the lectures/discussion for each class meeting.
 - Paper due dates.
 - Exam dates.
- The schedule is recreated in the modules section on Canvas.

Civics Literacy Exam

- To graduate you must (in addition to taking this course), pass the state's Civics Literacy Exam.
- Florida Poly typically offers this exam at least three times each semester.
- Be on the lookout for when the exam will be offered.

Final Advice

- If anything about the course structure or material is unclear, ask me. My job is to both teach you and guide you through the class. Use me as your resource.
- Have any new worries arisen?
- Any other questions?